The Smithsonian National Museum of American History employs teams of historians who create exhibits for important moments in American and world history. The following is an excerpt from a recent blog posting about a new exhibit they are trying to create using the help of business professionals:

Usually, museum exhibitions are developed behind closed doors—not out of disregard for public input, but because historians tend to triple check information before sharing. And sometimes the exhibition process, although exciting, is messy, with lots of questions, conflicting claims, and few immediate answers. Curators are like history detectives—tracing the stories of objects, hunting down leads, and conducting research that may take months or even years. As the research is developed, exhibitions go through several academic reviews, the show is designed and built, and voilà!—opened to the public.

Your objective during the research unit will be to think like a historian—to be a history detective digging into the issues happening now that may have a profound influence on American history. You will ask questions of current events, hunt down leads, conduct research, and review each other’s work. Get ready to get “*Upfront* and personal” with history in the making!

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| You are a historian at the Smithsonian National Museum of American History. The year is 2111. The museum curator would like to create an exhibit devoted to the issues most impacting America and the world during the year 2011, 100 years earlier. To win a coveted spot in the museum’s exhibit hall, each historian must create a virtual exhibit that explores what he or she feels was the most influential issue facing the people of 2011. Virtual exhibits will be toured by visiting high school freshman, those visitors will vote on the exhibit that demonstrates the many facets of the issue and the depth of the issue’s impact most persuasively. What caused this issue? How did it affect the world during 2011? What were the multiple perspectives associated with this issue? How does the issue have lasting impact on the year 2111?  All virtual exhibits should have the following components:   * An engaging introduction * A thorough overview of the issue * A central idea—how the issue impacts the world * Supporting details with elaboration * Use of trustworthy sources   Refer to the assessment rubric for specific expectations. | Historians must choose **one** of the following visual extensions to effectively pitch the issue to the high school students who will be voting on the winning issue. | |
| Digital Choices:  1. Create a web page for your virtual exhibit that has sections designed with the rubric in mind. 2. Create a PowerPoint or Prezi presentation for your exhibit that has slides or portions designed with the rubric in mind. | Low-Tech Choices:  1. Create a tri-fold presentation board for your exhibit “pitch” that demonstrates the “look -for’s” from the rubric. 2. Create a portfolio pitch, which is like a scrapbook, for your exhibit “pitch” that demonstrates the “look-for’s” from the rubric. |

See the suggested organization sheet for your virtual exhibit.

Source citation:

“Learning in Public: Developing a Business and Economic History Exhibition.” *Oh, Say Can You See?* National Museum of American History. Web. 9 February, 2011.

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| Form | **Exemplary** | **Advanced** | **Proficient** | **Emerging** |
| **Hook and Introduction**  E9.10.2 (SOL 9.6b) | The exhibit begins with a hook that is deliberately crafted for the target audience. The introduction presents the necessary details in a highly effective manner to help the viewers understand the issue’s journalistic questions: who, what, when, where, and how. | The exhibit begins with a hook that engages viewers. The introduction effectively gives the necessary details to help the viewers understand the issue’s journalistic questions: who, what, when, where, and how. | The exhibit begins with a hook that attempts to engage viewers. The introduction gives the necessary details, however the organization of details may need revising. While all of the journalistic questions are answered the organization of those answers may be confusing or may read like a list. | The hook, while engaging, may not logically lead to the journalistic exploration of the topic. The introduction may not address all of the journalistic questions or may not provide enough details to fully understand the issue or thesis that follows. |
| **Central Idea and/or Thesis Statement**  E 9.10.2 (SOL 9.6b)  E 9.10.3 (SOL 9.6c) | Thesis statement clearly identifies subject for the exhibit. The thesis clearly answers the journalistic question of “why?” Thesis is crafted for clarity, conciseness, and strong language. | Thesis statement clearly identifies subject for the exhibit. The thesis answers the journalistic question of “why?” Why is this issue important? Why does it have lasting impact? Why does it affect America and the world in which we live?  \*Important note: some historians may choose to answer one or two of these questions in the conclusion. | Thesis statement identifies subject of report but not the conclusion about subject. The audience will be wondering “why should I care about this issue?” | Thesis statement is incomplete or confusing and unclear. |
| **Supporting Evidence and Elaboration**  E 9.10.5 (SOL 9.6e)  E 9.15.7  E 9.15.8 | Supporting evidence (facts, examples, images, and quotations) clearly and appropriately elaborates upon each subtopic. Explicitly connects the evidence to the thesis. Historian answers the question: “so what?” | Supporting evidence (facts, examples, images, and quotations) clearly and appropriately elaborates upon each subtopic. Evidence is presented but the “so what?” question is left to the audience to answer. | Supporting evidence (facts, examples, and quotations) clearly elaborates upon most subtopics. Evidence may not lead to the “so what” for the subtopics. | Supporting evidence elaborates upon a few of the subtopics, but the connection between some evidence and the subtopics may be unclear. Some subtopics may not have supporting evidence or the evidence may be redundant. |
| **The Organizational Structure is Clear and Appropriate for the Chosen Format**    E 9.10.36 (SOL 9.6f)  E 9.15.6  E 9.15.9 | Each “section” of the exhibit distinctly develops only one specific subtopic. All subtopics are linked back to the thesis—the “why?” Sections are arranged deliberately to maximize on the exhibit’s impact. | Each “section” of the exhibit distinctly develops only one specific subtopic. All subtopics are linked back to the thesis—the “why?” | Most sections of the exhibit develop only one subtopic each, but occasionally more than one subtopic appears in a single section. | Sections of the exhibit often contain more than one subtopic. The audience feels like the exhibit sections have no purpose--they “jump around” and lack focus and organization. |

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| **Function** | Exemplary | | Advanced | | Proficient | | Emerging |
| **Visual Impact**  EC 4 | The visual layout and choice of images appeals to the audience’s perspective and values. The visuals enhance the thesis—“the why?” and reinforce the other journalist questions: who, what, when, where, and how. | |  | | The visual layout will be organizationally effective, but may not appeal to one of the audience’s rhetorical needs. There may be one or two visuals that are not in service to any of the journalistic questions. | | The visual layout will either be confusing to navigate, distracting from the content, or will not attend to the audience’s rhetorical needs. |
| **Internal Citations**  E 9.13.2 (SOL 9.8b)  E 9.15.7 | Sources are included and credited accurately. Quotes give necessary evidence for generalizations and are introduced with relevant context. | | Sources are included and credited accurately. Quotes are connected to content and used as evidence. However quotes are not given context or introduction. | | Sources are included and credited with minor exceptions. Evidence exists that student attempted to avoid plagiarism but may apply rules inconsistently. | | Some quotations are included but may not be credited. Little evidence exists that student understands how to credit sources. |
| **Works Cited and/or Consulted**  E 9.13.3 (SOL 9.8c) | All sources are accurately documented. Student uses only validated sources. | | Sources are included and credited accurately. Student may use some biased sources. | | Most sources are accurately documented, but some identifying information is missing. | | A few of the sources used are documented, or major identifying information is missing or inaccurate. |
| Sentence Variety  E 9.10.4 (SOL 9.6d) | Effective, purposefully varied sentence structure; modifiers and subordination are effectively embedded. | |  | | Smooth rhythm due to sentence variety and structure, but an occasional awkward construction may diminish it in places. | | Sentence beginnings or types not varied. |
| Sentence Formation  E 9.12.1 (SOL 9.7a) | Few Errors | |  | | Occasional Errors | | Distracting Errors |
|  | * Use complete sentences * Use standard word order * Avoid comma splices * Avoid fused sentences (run-ons) * Avoid beginning sentences with coordinating conjunctions | | | | | |
| Mechanics  E 9.12.2  E 9.12.10 |  | Few Errors | | Occasional Errors | | Distracting Errors | |

Steps to take prior to close reading:

1. Read through the table of contents.
2. Flip to the articles that seem initially interesting. Read the picture captions, read the sub-headings, and read the first paragraph of each article that you find initially interesting.
3. Choose one article and create questions inspired by the title, the sub-headings, the captions, and the pictures.
4. Complete the chart below for the article you have chosen to read closely.

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| Date: | Title of Chosen Article:  Author:  Page Number: | | |
| **SQ3R Preview** | Questions | Answers | |
| **Key Terms** |  | | |
| **Important Details** |  | | |
| **Patterns, Rules, and Trends** |  | | |
| **Ethics and Big Issues** |  | | |
| **Past/Present/Future**  **Multiple Perspectives**  **Picture 019** |  | | |
| **Unanswered Questions** |  | | |
| Date: | Title of Chosen Article:  Author:  Page Number: | | |
| **SQ3R Preview** | Questions | | Answers |
| **Key Terms** |  | | |
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| **Unanswered Questions** |  | | |